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ABSTRACT

The handbook, published by the State Department of Education of North Carolina, was designed to provide answers to many questions pertaining to the administration of migrant education projects. As stated in the handbook, "local educational agency personnel who have a responsibility in the local migrant education project should become familiar with this material and should make use of it during the design, development, implementation and evaluation of the project." The document is divided into 4 chapters: "Introduction," which discusses the Atlantic Coast migrant stream and North Carolina's migratory children; "The State Migrant Program," which deals with administration, objectives, priorities, and the Migrant Education Center; and "Local Migrant Projects," which discusses such topics as planning program activities and evaluation, project staffing and staff development, and travel and equipment. An appendix provides a model for various administrative phases of local migrant education projects. Also included are reprints of Federal laws and amendments defining migrant status and regulating educational programs. (EJ)

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MIGRANT EDUCATION ADMINISTRATIVE HANDBOOK

Migrant Education Section
North Carolina Department of Public Instruction

Robert Youngblood, Director

RALEIGH, N.C.
1971

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CIVIL RIGHTS ACT OF 1964

Title VI of the Civil Rights Act of 1964, states, *"No person in the United States shall, on the ground of race, color or national origin, be excluded from participation in, be denied the benefits of, or be subject to discrimination under any program or activity receiving Federal financial assistance."* Migrant programs under Title I of the Elementary and Secondary Education Act, like every other activity receiving financial assistance from the U. S. Office of Education, must be operated in compliance with the law, and with the rules, regulations and orders thereunder issued by the Secretary of Health, Education, and Welfare and signed by the President to implement them.

FOREWORD

Information contained in this handbook will provide answers to many of the questions pertaining to the administration of migrant education projects. Any of the local educational agency personnel who have a responsibility in the local migrant project should become familiar with this material and should make use of it during the design, development, implementation and evaluation of the project.

Since the migrant education programs are funded through an amendment to ESEA Title I, many of the same policies and guidelines pertaining to educational programs for educationally deprived children also apply to the migrant programs. For this reason, each person with administrative responsibilities in the migrant program should also be familiar with the contents of the 1969 revision of Directions for Title I, Elementary and Secondary Education Act of 1965, prepared by the North Carolina State Department of Public Instruction.

This handbook cannot possibly anticipate nor answer all the questions that relate to migrant education programs; therefore, the State Migrant Education staff is available at all times to answer questions as they arise, and to provide whatever assistance that is necessary to the local educational agencies at any phase of their migrant project.

Special appreciation is expressed to Y. A. Taylor, Consultant in Migrant Education, Margaret Ann Porter and Ellie Wren for their work in preparing the material in this handbook for publication.

Robert E. Youngblood, Director
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April, 1971

I INTRODUCTION

THE ATLANTIC COAST MIGRANT STREAM

A knowledge of the historical beginnings of the migratory labor system in our country will foster an understanding and respect that are essential for working effectively with the children of migratory laborers. Migration from one farm to another and from one state to another in quest of employment has its roots in the labor system which developed in the South prior to the Civil War. Under the slave system, the dominant planter class invested the wealth acquired from the land in more land and more slaves while at the same time generally opposing property taxation for the general welfare and universal public education. After the Civil War the landowners had vast areas of land but no labor supply, while the labor force had no skills which would allow them to enter into the limited industrial enterprises of the region. This situation gave rise to the system known as sharecropping. Under the sharecropper system, the financial returns are marginal, and it is practically impossible for the sharecropper to rise above the bare subsistence level.

During the Great Depression years of the 1930's, farming interests in Florida began to cultivate winter vegetables and sugar cane. A person willing to work for one dollar per day might find employment in the fields, and many unskilled laborers from the surrounding states made their way into Florida. During periods of low employment in the cane, vegetable and citrus harvest, farm workers began to move northward from Florida along the Atlantic Coast, seeking employment as they moved. This movement developed into a cycle, moving from south to north during the spring and summer and north to south during the fall and winter. It also gave rise to the expression "on the season" which is commonly used by the Atlantic Coast migrant to denote that he is engaged in seasonal farm work.

Following the end of World War II, large numbers of servicemen returned to their homes and joined the labor force. At the same time there was a decline in defense jobs as industry began retooling for a peacetime economy. These factors brought about an increase in the number of migrant farm laborers in the Atlantic Coast Migrant Stream as unskilled workers with limited education were unable to find employment, except in agriculture.

MIGRANTS IN NORTH CAROLINA

Many of the mainstream migrants who come to North Carolina "on the season" are recruited in Florida. They consider Florida as their "home base" and return there after the end of the harvest seasons in the northern states. Some of our interstate farm workers also come from Mississippi, South Carolina and Virginia. The southward movement of some labor crews from Virginia to North Carolina during the summer months indicates that there are exceptions to the general pattern of the migrant stream. If there is a stream of migrant labor crews northward in the spring and southward in the fall, then there are eddy currents along the way, for many individuals who are engaged in migratory agricultural labor follow the crops from farm to farm and county to county within North Carolina and never leave

the boundaries of the Old North State. There is an increasing number of these intrastate migrants in North Carolina each year.

Since the passage of the migrant amendments to the Elementary and Secondary Education Act there has been an increasing number of the children of these migratory farm workers enrolled in educational programs within the state. In 1967, there were 548 children enrolled in the program. Since that time the numbers have continued to increase, despite a decrease in the number of interstate migrants in the state. In 1968 the number of children enrolled increased to 941; in 1969 there were 1,050, and during the 1970 project year, the number had increased to approximately 2,500. During the fiscal year 1971, it is estimated that 3,000 children may benefit from the migrant education program in North Carolina.

THE HARVEST

Because of the climatic and soil conditions in North Carolina, there is a variety of agricultural crops produced on a commercial scale. These are the crops which are harvested by migrant labor and include tobacco, cucumbers, beans, potatoes, cabbage, tomatoes, sweet corn, apples, sweet potatoes, peppers, blueberries, strawberries, peanuts, turnips, collards, and gladiolus. The table in the appendix indicates the commercial crops grown in each of the counties having migrant education projects.

Farmland covers nearly half of North Carolina, providing $1.5 billion in income to the state's economy; and the sale of crops accounts for 55% of the state's farm income. There is somewhat of a tendency on the part of the laymen to think the migrant's job an unimportant one. Whereas, on the contrary, without them, the grower could not survive. What would happen to the harvest if the migrants did not come one year. In turn, the migrants need the harvest, whatever the pay, whatever the working conditions. In order for any education program to be a success, there must be a mutual respect, and the migrant himself must feel that he too is providing a service.

2 THE FEDERAL PROGRAM

LEGISLATION AFFECTING MIGRANTS

The plight of migrant farm workers has been recognized for a long time, but it was not until recently that they were given consideration in federal legislation. Some of the more important milestones in this legislation are:

1. *Crew Leaders Registration Act of 1963.* This act requires that crew leaders register with the Farm Placement Service of the Employment Security Commission.

2. *Economic Opportunity Act of 1964.* Title III B of this act provides for education for migrants and seasonal farm workers and day care for their children.

3. *Migrant Health Act (Public Law 87-962).* This act provides for health services for migratory agricultural workers and their families.

4. *Elementary and Secondary Education Act.* A 1966 amendment to this act Public Law 89-750, provides for educational programs for migratory children of migratory agricultural workers.

5. *Fair Labor Standards Act of 1966.* As amended in 1967, minimum wage provisions of this act are extended to migratory farm workers.

6. *1968 Housing Act for Agricultural Workers.* This act sets minimum standards for housing to be used by migratory laborers.

7. *Five-year Eligibility Provision of 1968.* The definition of eligibility to participate in programs for migratory children funded under P. L. 89-750 was modified by the five-year provision of Public Law 90-247.

Public Law 89-750

As was stated, Public Law 89-750 amends the Elementary and Secondary Education Act to provide for the education of "migratory children of migratory agricultural workers." This act provides grants to the State education agency: "The maximum total of grants which shall be available for use in any State for any fiscal year shall be an amount equal to the Federal percentage of the average per pupil expenditure in the United States multiplied by (A) the estimated number of such migratory children aged five to seventeen, inclusive, who reside in the State full time, and (B) the full-time equivalent of the estimated number of such migratory children aged five to seventeen, inclusive, who reside in the State part time, as determined by the Commissioner in accordance with regulations."

"A State educational agency or a combination of such agencies may apply for a grant for any fiscal year under this title to establish or improve, either directly or through local educational agencies, programs of education for migratory children of migratory agricultural workers. The Commissioner may approve such an application only upon his determination--

(A) that payments will be used for programs and projects (including the acquisition of equipment and where necessary the construction of school facilities) which are designed to meet the special educational needs of migratory children of migratory agricultural workers, and to coordinate these programs and projects with similar programs and projects in other States, including the transmittal of pertinent information with respect to school records of such children;
(B) that in planning and carrying out programs and projects there has been and will be appropriate coordination with programs administered under Part B of Title III of the Economic Opportunity Act of 1964; and
(C) that such programs and projects will be administered and carried out in a manner consistent with the basic objectives . . . .[of the program as set forth in the act]."

The act also provides that "the Commissioner shall not finally disapprove an application of a State educational agency under this paragraph except after reasonable notice and opportunity for a hearing to the State educational agency. . . . if the Commissioner determines that a State is unable or unwilling to conduct educational programs for migratory children of migratory agricultural workers, or that it would result in more efficient and economic administration, or that it would add substantially to the welfare or educational attainment of such children, he may make special arrangements with other public or nonprofit private agencies to carry out the purposes of this subsection in one or more States, and for this purpose he may set aside on an equitable basis and use all or part of the maximum total of grants available for such State or States." In capsule, then, the national goals of migrant education as stated in the legislation are: "*To establish programs and projects which are designed to meet the special educational needs of migratory children of migratory agricultural workers and to coordinate these programs and projects with similar programs in other States.*"

DEFINITION OF A MIGRATORY CHILD

For purposes of identifying eligible participants in projects for migrant children, "Title I Program Information Guide #28" issued by the U. S. Office of Education states that "*a migratory child of a migratory agricultural worker is a child who has moved from one school district to another during the past year with a parent or guardian who was seeking or acquiring employment in agriculture including related food processing activities such as canning.*"

Interstate Migrant

An interstate migrant is a child who has moved with a parent or guardian within the past year across state boundaries in order that a parent, guardian or member of his immediate family might secure temporary or seasonal employment in agriculture or in related food processing activities. The parent or guardian and child are expected to continue in the migrant stream.

Intrastate Migrant

An intrastate migrant is a child who has moved with a parent or guardian within a state in order that a parent, guardian or member of his immediate family might secure temporary or seasonal employment in agriculture or in related food processing activities. The parent or guardian and child are expected to continue in the migrant stream.

Five-Year Eligibility Provision

Should a family meeting either of the above conditions decide not to continue to follow the crops but to "settle" in a given community, a child in such a family may be considered eligible to participate in projects funded under Public Law 89-750 for a period of five years with written consent of the parents. However, since state priorities under Public Law 89-750 are directed to programs for interstate and intrastate migratory children who are deprived the opportunity of a full school term, projects under this law should not be specifically designed and funded for children in the five-year eligibility category where the regular Title I program is deemed sufficient to meet the needs of the most educationally deprived children, including the children of former migrants.

It should be emphasized that the only purpose of extending the eligibility period for five years is to admit former migratory children, with the concurrence of their parents, into an established program and to provide children already in the program with continued services after they have ceased to migrate. In no case shall the extended period of eligibility exceed five years.

It is extremely important that the program operated by a local educational agency with regular Title I funds and the program operated by that same agency for the State educational agency on behalf of migratory children be carefully coordinated. In fact, where it seems possible to do so and would best serve the children, the program should be operated on a cooperative basis with the State educational agency making the migrant funds available for the support of that portion of the program which it deems will match the extra obligation placed on the school district by the presence of migratory children.

The amendment extending the period of eligibility requires the "concurrence of his parents" if a child is to be continued as a migratory child. Therefore, the parents of formerly migrant children should be sufficiently involved in their children's activities under ESEA Title I that they are prepared to respond to an inquiry as to whether or not their children should continue to receive services designed to meet their special educational needs.

3 THE STATE MIGRANT PROGRAM

ADMINISTRATION

The State educational agency submits its State Plan for Migrant Education and application for funds to the U. S. Office of Education. Approval of the Plan is the responsibility of the Office of Education, but the responsibility for the administration of the program rests with the State, and specifically with the Migrant Education Section of the Department of Public Instruction.

The Migrant Education program is planned so that it will unite all available resources, including state, local and ESEA Title I funds to provide a unified approach in meeting the special needs of migrant children. For instance, migrant children are entitled to the basic State educational services and there are many other State and local agencies which also provide free services to migrant children. *It should be made clear that migrant funds are to supplement and not to supplant these other funds.*

The program is funded on the basis of the special needs of the migrant children, the kinds of activities planned to meet these needs, the degree of cooperation, coordination and assistance from other sources in meeting these needs and the ability of the local educational agency to provide the services described in their proposal. The responsibility of carrying out the program, once it has been funded, rests with the local educational agency, and the role of the State educational agency becomes that of providing consultant services and supervision.

OBJECTIVES OF THE STATE PROGRAM

The basic objectives of the migrant program are established at the State level, and the local educational units should plan their programs using objectives which are in harmony with those of the State, as follows:

Instructional Services

1. Provide the opportunity for each migrant child to improve communications skills necessary for varying situations.
2. Implement programs, utilizing every available federal, state, and local resource through coordinated funding, in order to improve mutual understanding and appreciation of cultural differences among children.
3. Provide the migrant child with preschool and kindergarten experiences that will prepare him to function successfully.
4. Provide specially designed programs in language arts, mathematics, social studies, etc., that will increase the migrant child's capabilities to function at a level concomitant with his potential.
5. Provide specially designed activities which will increase the migrant child's social growth, positive self-concept, and group interaction skills.
6. Provide programs that will improve the academic education, prevocational orientation, and vocational skill training for older migrant children.

Supportive Services

7. Develop in each program a component of intrastate and interstate communications for the exchange of student records, methods, concepts, and materials to assure that sequence and continuity will be an inherent part of the migrant child's total educational program.

8. Develop communications involving the school, the community and its agencies, and the target group to insure coordination of all available resources for the benefit of migrant children.
9. Provide for the migrant child's physical and mental well-being by including dental, medical, nutritional and psychological services as needed to provide full student participation in activities, except as provided, by law, under other programs.
10. Provide a program of home-school coordination which establishes relationships between the project staff and the clientele served in order to improve the effectiveness of migrant programs.
11. Increase staff self-awareness of their personal biases and prejudices, and upgrade their skills for teaching migrant children by conducting inservice and preservice workshops.

PRIORITIES OF THE STATE PROGRAM

The priorities of the State Migrant Education Program are listed in order as follows:

1. Summer programs for interstate and intrastate migrants.
2. Regular school term programs for interstate and intrastate migrants.
3. State level administration of the program.
4. Migrant Student Record Transfer System.
5. Staff development activities.
6. Media resource center.
7. Mobile vocational instruction program.
8. Programs for students eligible under the five-year eligibility provision.

MIGRANT EDUCATION CENTER

The State Migrant staff has developed a Migrant Education Center at Grifton, North Carolina, which has the responsibility for carrying out some of the details of the statewide program for migrant children:

Mobile Vocational Education Units. The State operates two mobile classroom units which are designed and equipped to teach automotive engine tune-up fundamentals. The trailers may be moved from one school to another where they can be hooked up to a 220 volt power source. Each unit is equipped to accommodate a class of ten and, on the basis of five classes per day, will accommodate fifty students at one time. The course is thirty hours long. The instructor travels with the unit and is paid through the State migrant project.
Any school unit having a migrant project and migrant youth who would profit from this type of instructional program may schedule one of the units by placing their request with the office manager at the Migrant Education Center, P. O. Box 948, Grifton, North Carolina.

Film Center. The Migrant Education Center houses an excellent collection of instructional films and filmstrips. These audio-visual aids are available on a loan basis to any school in North Carolina which enrolls migrant children. To assist schools in obtaining these instructional aids, film catalogs and up-to-date lists of resources and order forms are available from the Center. Requests for films and other instructional materials should be received at

the center five days prior to the date they are to be used. The personnel at the center will mail the materials in time for their scheduled use, and return postage will be paid by the center. This promises to be one of the most effective services the State program renders to the local units, and all project directors are *strongly urged* to visit the center and acquaint themselves with it and its many resources, so they can use them to the fullest.

Staff Development. Staff development activities and in-service education opportunities are provided as a part of the State migrant program. In addition to these being made available through colleges, universities and other educational institutions, the Migrant Education Center at Grifton has facilities for conducting workshops and seminars for groups of thirty or less. Information relating to specific staff development conferences, workshops and institutes is sent to all local project directors in time for local teachers, aides and supporting personnel to make arrangements for attendance.

Migrant Student Record Transfer System. One of the requirements of the Public Law 89-750 is that applications for migrant program grants contain provisions for coordinating the program with similar programs in other states, including the transmittal of school records of migrant children. In order to provide speed and uniformity in transferring student information on an interstate basis, the National Migrant Student Record Transfer System was developed. It is based in Little Rock, Arkansas, with teletype terminals in each of the states connecting that state to the system's computer. The teletype terminal in North Carolina is located at the Migrant Education Center at Grifton.

The purpose of the Record Transfer System is to make educational and related information on any child available to any school in any of the 48 cooperating states within 24 hours. Using this computerized system, a school official may contact the teletype terminal operator by telephone and request information on a migrant child by name. The critical data on the child, which includes his birthdate, birthplace, sex, current reading and mathematics levels, and any chronic or critical health conditions, will be supplied to the school official by the teletype terminal operator within 4 hours. The child's complete record will be mailed to the school from the data bank in Little Rock on the same day that it is requested, provided that the child has been enrolled previously in a migrant education project. If the child has never been enrolled in a migrant education program before, the computer will use data supplied by the terminal operator to initiate a new record for the child and will mail the record to the school in which the child is enrolling. In turn, all additional information gathered by the new school is sent to the data center to update the student's records.

The migrant child and his parents or guardians are allowed to review the data on his transfer record at anytime, and when a child withdraws from a school he may receive a copy of the record.

In order that all schools are aware of the existence of the Record Transfer System, a brochure describing the system will be sent to every school in North Carolina. In this way, should a migrant child enter a school, the officials of the school will know how to proceed. For further information on the record transfer procedures, refer to the "Instructional Manual" provided by the Record Transfer System.

4 LOCAL MIGRANT PROJECTS

ADVISORY COMMITTEE

Each administrative unit should have an advisory committee composed of individuals representing agencies directly involved in providing services to migrants. The purpose of this committee is to keep its member agencies informed on programs and services presently available to the migrant population. Representative agencies involved on this committee might be the local health department, Department of Social Services, Department of Mental Health, Community Action Agency, Grower's Association, Farm Labor and Rural Manpower Service, local migrant council, migrant workers themselves, and any other agencies and organizations serving farm migrants. The committee may have regularly scheduled meetings or may meet informally. In either case there should be a free flow of information among the agencies represented so that programs can be coordinated and duplication of efforts may be minimized.

PLANNING COMMITTEE

Because programs should obviously be planned to provide the maximum benefits for migrant children, this will necessitate involving many persons in the planning stage. In addition to consultants from the State Migrant Education staff, some of these persons may be teachers, principals, supervisors, evaluators and others directly involved in implementing the program.

PLANNING PROGRAM ACTIVITIES AND EVALUATION PROCEDURES

At the time that the amount of funds available to the local units for carrying out migrant projects is determined, the State Director of Migrant Programs will contact each local project director and arrange for a planning conference. Personnel from the State Migrant Education Section will work with the planning team from the local unit in estimating the number of migrant children to be served, determining the needs to be met and designing a program which will meet these needs. Consultants and program specialists from the division of Research, Development, and Program Services may be called upon to assist in this and in evaluation procedures both in the planning stage and during the operation of the project. *Each local unit must submit two copies of the descriptive evaluation report to the State Migrant Education Section within ten days after termination of the project.*

The estimate of the number of children to be served in the program should be based upon the best information available. Enrollment in previous programs is one indicator which should be used. This information is available in the office of the LEA. In addition, the project director should contact the Farm Placement Representative at the Employment Security Commission, members of the Advisory Committee and any other individuals and agencies necessary for this information. (Please refer to booklet, "Serving Migrant Families.")

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After the number of children in the project is established, then the special needs of the children must be determined. Some of their general needs are as follows:

1. *Academic* - For most migrant children, because of a high degree of mobility, school attendance has been very limited, and their level of achievement is usually correlated with school attendance. By the time they are twelve to thirteen years of age, many of these children have missed enough days from school to place them two or three years behind the normal child of the same age. As a group they constitute the greatest single source of illiteracy in America today.

   In order to offer the migrant child a program that will be successful, the school should provide him with the best possible education that can be given - whether he is in the program six days, six weeks, or six months. Teachers should be friendly and alert to the child's needs. From the start, he should be made to feel welcome and comfortable, and curriculum should be tailored as much as possible to meet his individual requirements, with lessons provided in such areas as personal hygiene, the preparation of well-balanced meals and remaking clothing. Courses helpful for boys might include plumbing, carpentry and small appliance repair.

2. *Health* - The migrant child seldom sees a doctor and pinworms and diarrhea are common among them. Other common untreated ailments include impetigo and other infectious skin diseases, acute tonsillitis, asthma and iron deficiency anemia. In addition, many epidemics break out among the children, contributing factors being primitive outhouses and crowded one and two-room cabins where as many as five or six children sleep. The migrant child is also prey to a host of diseases now rare in the nonmigrant world: Smallpox, diptheria and whooping cough. It is estimated that two-thirds of the migrant children under 18 have not received poliomyelitis immunization. Some reports have put the incidence of dental abnormalities at 95 percent, and others have stated that bad teeth are "universal."

3. *Nutrition* - A poor diet condemns the child from the start. Many migrants have no milk to drink for long periods of time and their diet consists mainly of cheap foods like corn meal, rice, beans and peas. Because of this they are prone to scurvy, rickets and severe protein deficiencies. Special efforts should be made to provide them with hot nutritious meals. If these are not provided by the school many will show evidence of malnutrition.

4. *Physical* - Some migrant children come to school in clothing that is in deplorable condition. Many stay away from school because of self-consciousness about their clothing and their inability to bathe properly. The migrant project would help improve the physical condition and mental attitude of these children giving access to shower facilities and providing clothing and units of study dealing with personal cleanliness and body care, and care and selection of clothing.

5. *Social* - The migrant child is often shy and may feel unaccepted. He is also subject to a marked increase in fears as he enters school. He does not possess many of the so-called basic social amenities. In fact, many do not even know how to use forks, knives and spoons properly. For this reason, the classroom should be a small society with a home-like atmosphere where the child acquires these skills in simulated situations.

However, since most authorities agree that segregation of migrant children for special classes is not wise, these children should be put with others for reading, mathematics and other classes while frequent opportunities could be provided for work in groups of two, three, four, etc. The school can also help by making sure all the children are together for lunch, games and any other group activities. The curriculum should also offer many opportunities which provide a good deal of social contact among pupils and with the teacher. Children should be encouraged to ask relevant questions in class, on field trips and in other activities.

6. *Self-Concept Improvement* - Because the migrant child does not have the advantages of the middle-class child, educational programs for migrant children must be compensatory in nature. The basic goals of such programs should be to provide those experiences that will help each child improve his self-concept, develop his social and academic skills, develop his language ability and vocabulary, expand his cultural experiences and establish sound health and nutritional habits. Generally the migrant child comes to school with a negative concept about himself and his capabilities. He feels insecure, inferior, rejected, and threatened as he confronts the classroom environment. Until he begins to feel that he is important as a human being, that he has a history of which he can be proud, that his people have dignity, and that he is liked and accepted, he cannot achieve the feeling of security which is necessary before the learning process can begin. Some of the ways that the teacher can learn about the child and gain his confidence are through conversations, sitting with him at lunch, playing with him on the playground and visiting him in his home. As the migrant child begins to feel more secure, that he is wanted and accepted, it becomes easier to determine the types of experiences which should be included in his school program.

One basis for designing a program which would meet the needs of these children should be to review the recommendations made on the previous year's migrant program evaluation report.

Planning for evaluation of the project should be an integral part of the program planning and should be in terms of objectives which are determined in advance by the planning team, and enumerated so that they may become the basis for evaluating the success of the program. Some recommendations from evaluation reports of previous migrant programs which may be used as guides in planning and implementing an effective program are:

1. Each program of substantial size should have a migrant project director who keeps in close contact with the daily operation of the program.
2. Instructional programs should be tailored to the learning styles of migrant children by placing emphasis on physical involvement and building feelings of security and self-esteem.
3. Learning activities should emphasize positive aspects of the migrant's subculture.
4. Adequate health services should be provided in each project.
5. Instruction in personal hygiene should be realistic in terms of the children's living conditions.
6. Each project should provide food services to the children enrolled.
7. All evening programs for migrant youth should begin with a nutritious hot meal.

8. Each project should include one meal function to which the parents are invited.
9. Children should assist in the selection of clothing provided for them through the project.
10. Each child should be provided with a personal health kit and opportunities for its use under teacher supervision.
11. Each classroom should have reading materials for a wide range of abilities.
12. Preschool and primary school children should have supplies of puppets, puzzles, outdoor play equipment, blocks, tools and other materials for instruction and creative play.
13. The staff should have the opportunity to rate the effectiveness of the administration.
14. Maximum use should be made of aides.
15. An orientation period for the staff should be provided.
16. Local staff development activities should be included in each project.
17. Forms and reports to the State office should be tendered promptly and accurately.
18. Special attention should be given to the procedures of the National Student Record Transfer System.

For an elaboration of the above items and a more complete listing of recommendations, it is *strongly suggested* that the "1970 Evaluation Report of the North Carolina Migrant Education Program" be utilized (refer particularly to pages 36-47).

Regular School Term Programs

Migrant children enrolled in school during the regular school year should benefit from all appropriate activities in the school program, regardless of the source of financial support. Migrant education funds may be used by those school administrative units operating a migrant education project to supplement and extend the services to migrant children which are not provided through other sources of funding. These, for instance, may take the form of extra personnel -- classroom aides, reading, counseling, speech or other specialists -- who work directly with the migrant children or free the teacher to work with them. As has been stated, these funds cannot be used to supplant other sources of financial support. State priorities will determine the amount of funds available for regular school term projects.

Summer School Programs

Summer school programs for school-age migrant children have first priority in the migrant education program. These are generally less restricted to a predetermined curriculum and attempt to utilize an experienced-based, non-textbook approach to learning. Most of the programs are operated as separate projects with migrant education funds as their primary source of support . Even in these projects, however, the programs should be planned so that there is coordination of efforts by the agencies providing supporting services to migrant families. A summer program may be completely migrant if it is the only summer program in the district, or it may be integrated, which is encouraged if the district is running

some other type of summer program (regular Title I or a local district program). The reason for this, aside from coordinating services, is that the social isolation of the migrant child's life makes it imperative to provide as many community and non-migrant peer contacts as possible while still meeting his educational needs.

Recruiting Migrant Children

The director's first step in recruiting children is to secure the interest and cooperation of the growers in the area. These people can be quite effective in establishing rapport between the migrant and the school. For summer school they should be contacted during the late winter or early spring. If they are interested, they can inform the crew leaders that summer school will be in operation in their areas. Crew leaders who prefer stable family groups to unattached migrants can use this summer school program to induce parents to bring their children with them rather than leave them with relatives. Thus, the growers may be the key people in helping to keep migrant families intact. Several agencies (see page 9) may cooperate with the director by furnishing information and assistance in locating migrant camps and family units in the area and estimating the number of migrants expected and the approximate date of their arrival. In addition, home-school coordinators, nurses, social workers and teachers may be involved in recruiting migrant children into the project. As they visit the camps they should explain the purpose and advantages of the program and provide written information for the families, indicating the opening date of school, the bus schedule and other information relating to the project. If possible, they should collect information requested in the Application and Authorization for Enrollment in the Migrant Project (see copy in Appendix) on each child who will be enrolling and secure the parent's or guardian's signature on the form. Other information which may facilitate enrollment and the formation of tentative class rolls will be that relating to grade, health conditions, innoculations and special needs of the child.

Age Limitations

Under the definition and guidelines for the migrant program, educational programs may be designed for migrant children and youth who range from four years through twenty years or high school graduation, whichever comes first. It would be desirable for local directors to find day care for children under four years old so that older children in the family would not have to care for them and would be able to enroll in the educational program. Sometimes the North Carolina Council of Churches provides such care, or there may be other agencies who would provide it. Unfortunately, under present circumstances, the migrant program itself cannot provide such services.

Length of Program

The programs should be planned to operate for the entire period of time that the migrants are in the community. Many programs will operate for six weeks, some may last only three or four weeks and some may be extended to eight or nine weeks. The elementary school program should extend for a full day, or at least six hours, exclusive of the lunch hour. Special programs for youths which are conducted in the evenings and on weekends should be scheduled so that they do not conflict with the students' responsibilities as a member of the migrant crew.

Application and Authorization for Enrollment

School officials must complete two copies of the Application and Authorization for Enrollment in the Migrant Education Program for each migrant child that enrolls.

One copy of the form is to be sent to the State Migrant Education Office immediately upon enrollment. In no case should there be a delay of more than five days from the date of enrollment until the form is sent to the State Migrant Education Office. The other copy of the form is to be filed in the LEA. The purposes for the form are to gather information required on the Uniform Migrant Student Transfer Record, to establish the eligibility of the child to participate in the program and to authorize school officials to provide emergency medical care through a physician if such treatment should become necessary. (See sample copy in Appendix).

Attendance Reports

Each LEA is required to report periodically the number of children enrolled in their migrant education project. There are two separate forms for reporting this information - one for the regular school year and one for the summer program. Both are available from the State Migrant Education Office and should be submitted according to the directions printed on the form. (See sample copy in Appendix).

Pupil Records

North Carolina is cooperating with the U. S. Office of Education and all the other states in the Uniform Migrant Record Transfer System. All local educational agencies operating migrant projects must comply with the requirements of this system.

Food Services

All children enrolled in a migrant project should be provided with adequate food service from whatever sources are available. Summer migrant projects are eligible to receive surplus food commodities and may also receive cash reimbursements through the Division of School Food Services, State Department of Public Instruction. For more information contact Mr. Ralph Eaton, Director, School Food Services, Department of Public Instruction, Raleigh, N. C., 27602.

Health Services

Each local migrant project should have a health services component. Medical and dental examinations and treatments and corrections should be provided. If possible, these services should be provided through the local health department, the migrant health project or other agencies having primary responsibility for health services; however, if the local agencies cannot provide these services, they should be a part of the migrant education project but should be coordinated with services provided by the local health department.

Field Trips

Field trips can be especially valuable for carrying out the purposes of educational programs for migratory children. Attitudes and outlooks change more easily where there are opportunities for the easy give-and-take incidental to planning, developing and carrying through an activity such as a field trip. Good field trips for children of migrant workers have the same

characteristics as good field trips for any children. The major requirement is that such trips should be based on first-hand knowledge of each individual pupil's needs. All children in a classroom do not necessarily need the same trips. Careful thought should be given to these trips with persons other than the classroom teacher. Summer programs with their low pupil-teacher ratios and adequate consultant and para-professional personnel allow this attention to individual needs. Migrant children need the quantity of direct interaction with concerned and capable adults that is possible in small groups. They need especially to learn how to perceive and intergrate the experiences gained on the trip. One of their major difficulties is the extreme superficiality of their experience outside their own families and their limited subculture. Certain experiences lend themselves to large groups of pupils. The traditional trip to zoos, to circuses or to picnicking spots are often enhanced by large group participation.

The changing patterns of family living among some groups of migrants may also make it desirable to include some introduction to settled community living. This may include a daily trip to the post office to pick up the mail or other routine responsibilities outside the classroom.

Types of Exemplary Programs Across the State

Comprehensive Programs. Programs for prekindergarten through the secondary levels are conducted in some administrative units. The program in Camden County during the summer of 1970 was cited as an exemplary comprehensive project. There were two distinct components in the program, one for preschool and elementary school children conducted during the day, and one for secondary school pupils conducted in the evenings. The elementary school program, in operation from 8:15 a.m. to 5:00 p.m., was ungraded in organization. Team planning and team teaching was used and program content developed around high interest subjects with steps being taken to provide as much individualized instruction as possible. Appropriate films, filmstrips and programmed materials were used which provided learning activities in language arts, mathematics, health, physical education, music and art. Food services in the program included breakfast, a morning snack, lunch and an evening snack. Health services were coordinated by a nurse and medical and dental examinations were given to each program participant and treatment was provided as needed. Social services were provided through a staff of qualified counselors and social workers and visits were made to homes, fields, grading sheds and farm labor offices. Parental interest and involvement were secured and good home-school relations were promoted. The secondary school program was a vocational program conducted from 6:30 to 9:30 in the evenings. Subjects included woodworking, auto mechanics, welding, sewing, cooking, first aid and personal grooming. An evening meal was provided and the students received the same kinds of health and social services as the elementary school children.

Preschool and Elementary Programs. These programs constitute the bulk of the migrant projects in North Carolina. The Pasquotank County 1970 summer migrant project enrolled 119 children. The children were assigned to classrooms on the basis of age but were also grouped according to interests in groups small enough for individual abilities to be considered. Aides were

used to maximum benefit for small groupings. A variety of learning centers were established to encourage independent work and to allow as much individualized instruction as possible: Language, listening, library, post office, supermarket, housekeeping, art and an educational toy play area. The children were given a number of options for each planned goal and thus were allowed as much freedom as possible to participate in choosing their activities. In this respect, the ability of each individual was taken into consideration in daily lesson planning. In addition to classroom activities, a health and physical education program was provided for each child everyday by a qualified instructor. Breakfast, lunch and an afternoon snack were designed to provide daily nutritional requirements. Field trips were scheduled at least twice a week and were planned to provide for cultural and educational growth.

Secondary Counseling. Because of the large number of secondary school-age boys and school dropouts who migrate into some areas of the state, some of the migrant projects are designed to provide counseling and guidance services to the migrant youths. Duplin County's 1970 migrant program was exemplary of this project design. The project employed male counselors with a background in farm work who worked with the boys in providing personal-social activities, recreational opportunities, vocational experiences and educational information. Each counselor worked with approximately thirty boys, serving as a contact between the boys and the community. In addition to the individualized counseling, the counselors provided weekend activities for the boys including instruction in art, music, ceramics and science in addition to cookouts and other recreational activities. Limited medical and social services were provided as required, and many community volunteers assisted the counselors in the program by providing transportation, involving the youth in church and community activities and helping in the preparation of food. The program was so successful that it was noted that of the 240 boys participating in the two-months long program, not one was arrested or involved in any disturbance requiring police assistance.

Tutorial. Robeson County conducted an exemplary tutorial program for migrant children during the summer of 1970. The tutorial approach has considerable merit and might be used in other areas. In Robeson County, nine teachers taught 98 children in one-hour blocks of time, three times a week. Each instructor carried his "classroom" in a car, scheduling visits at the convenience of the family. Many of the children worked in the fields, so classes were often scheduled for them in the early morning, at midday or in the late afternoon. Areas of concentration were verbal communication, reading, spelling and arithmetic, taught through various activities such as crossword puzzles, music and art. Inexpensive books and supplies were left in the homes, and students were taken to the demonstration classroom at the central office to see films. Teachers taught health and safety by helping children clean up yards, repair windows and screens, etc. A trip to the USS North Carolina and the zoo was a highlight of the program.

Innovative. In the summer of 1970, Carteret County tried a new approach to educating migrant children. The program took place in several classrooms which were arranged and furnished to resemble the rooms in a home. The "home-at-school" program design was based on the assumption that the children would be happier, and thus more responsive, in a homelike atmosphere than in regular classrooms which are associated with failure and frustration.

It was also based on the use of interest centers and a flexible, student-centered curriculum. The project staff concluded the most positive aspects of the new learning environment were that the children had more freedom of movement and that teachers and students were more relaxed and interacted on a more personal level. The teachers observed that the children were smiling, were verbally responsive in almost all cases, and that there was no disciplinary problem. Both groups, teachers and students, were enthusiastic about the organization of the program - the lack of day-to-day routine in class scheduling, pupil assignments, etc.

Hopefully, creating a home-like situation to house the learning program will enable the children to see a need for education in everyday living. It also encourages a better understanding of cleanliness and social living.

PROJECT STAFFING AND STAFF DEVELOPMENT

All professional personnel should be certified for the position for which they are employed, and para-professionals should be qualified for their positions through training and experience. Staff development activities are to be a vital part of the total program. They should, for instance, provide inservice training to sensitize teachers and other personnel to the peculiar backgrounds, ethnic and cultural, of the migrant.

Project Director

The project director's primary responsibility is to provide the atmosphere and resources essential to a smoothly running program. In order to do so, he should possess an insight into the problems of migrants, a knowledge of curriculum, methods, and materials, and an earnest desire to improve the status of migrant children and adults. He should give direction to the planning of the program activities and should keep in close contact with the staff during the operation of the project. He has the ultimate responsibility for the operation of the project and for all records and reports required by the State Migrant Education Office. The minimum responsibilities of migrant program directors may be enumerated as follows:

1. Determine the number and location of migratory children.
2. Make an assessment of the needs of the children.
3. Develop goals and objectives based upon needs.
4. Develop inservice training programs for teachers, aides, and supporting personnel.
5. Determine educational priorities.
6. Act as a public relations agent by promoting county and community acceptance of educational programs for migratory children.
7. Promote rapport and coordination between the school and the migrant community.
8. Promote coordination between local, state and federal agencies to secure and implement services from all available sources for migratory children, i.e., USDA for lunch programs, Public Health Services, Migrant Ministry, OEO, church day-care centers, etc.
9. Assist in the planning, design, implementation, monitoring and evaluation of the Migrant Education Program making certain that programs are developed around SEA educational priorities and objectives for migratory children from preschool through high school.

10. Attend state and regional meetings of migrant program personnel.
11. Provide services for migratory children who are in the LEA during the spring and fall when regular school is in session, making certain that they receive services from the regular school program and that migrant funds provide supplementary services.
12. Submit all project applications to the SEA for funding.
13. Establish guidelines regarding the purchase of materials and supplies.
14. Maintain an inventory of all equipment purchased with migrant funds.
15. Make certain that there is an Application and Authorization form on record in the LEA and the SEA for each child enrolled in the program.
16. Supervise the transfer of students' records.
17. Disseminate information concerning the program.
18. Supervise the expenditures under the program to make certain that the LEA is supplementing and not supplanting.
19. Assure that materials and tests used in the program are suitable for the children being served.
20. Make certain that attendance reports are submitted to the SEA not later than five days after the end of the school month.
21. Submit evaluation reports to the SEA not later than ten days after the end of the program.
22. Prepare forms and reports as required by the State Migrant Programs Director.
23. Assist in the selection and hiring of project personnel.

Classroom Teachers

Teachers selected to work in summer migrant projects should have a desire to work with disadvantaged children and, if possible, have had some previous experience with them. A knowledge of the sociological and economic background of the migrant is important to the development of an understanding of and a genuine interest in these children. Teachers must also be able to adapt curriculum content and materials to the children's level of understanding so that they may develop skills and concepts they will need to become a productive citizen in our society.

Special Teachers

A valuable aspect of the program is the use of special teachers in the fields of art, music, crafts, physical education, and homemaking. Their role is most effective when it supports the ongoing activities of the classroom. Some of these special teachers can assist the pupils in preparing practical projects, many of which can be taken home and used by the pupils and their parents.

Consultants

In order to provide more fully for the needs of migrant children, it may be necessary to provide the services of a team of consultants. This team might include people trained in reading, guidance, psychology, health and speech. They too need an understanding of migrant problems and a desire to help. The consultants should work closely with the regular staff so that optimum opportunity is provided for each child to develop and achieve his highest potential - physically, mentally, and socially.

Consultants and program specialists in the Department of Public Instruction should be utilized to the greatest extent possible.

Teacher Aides

During summer programs, one aide per classroom teacher is desirable. Aides should have had some previous experience working with children. Their responsibilities include nonteaching tasks such as correcting papers, assisting youngsters with routines, reading stories, securing materials and setting up equipment. A fairly high level of maturity is an important quality in an aide, as is the ability to cooperate closely with the teacher. College students in teacher education programs are often particularly qualified. Former migrants, migrant parents, as well as young adult migrants, serving as aides can also play an important role in the summer program. They can contribute by assisting in the classroom library, and cafeteria, as well as on the playground and during field trips. They may also serve as interpreters of the migrant culture and act as liaison between home and school. The ability of the migrant aide to communicate about the program in the camp and with the child in the classroom is incomparable.

Training of aides may take place during staff training sessions and during migrant education conferences. Training sessions should include background on culture, child development, instructional rationale and methods and use of instructional aids.

Home-School Coordinator

The home-school coordinator must have a knowledge and understanding of the experience, working and living conditions, language, and culture of the migrant. A determined effort should be made to recruit qualified persons who have firsthand knowledge of this way of life. The home-school coordinator should establish lines of communication and, if possible, rapport with the growers, camp owners and managers, and all people in the area who can provide information concerning the temporary or permanent residence of the migrant families. He should have a thorough knowledge of the school's philosophy, curriculum, activities and supportive services, and an appreciation of the extent that they can be modified to meet the needs of the migrant students. He should be knowledgeable of the agencies, service organizations, businesses and industries in the community which can provide supportive services that will assist the school in meeting the needs of the migrant students.

Parental Involvement

Friendly contacts with parents are important in establishing rapport, in helping the parents as well as the child to adjust to school, and in improving attendance in the school program. Home visits by the teacher, attendance worker, counselor or other personnel can be made to enroll children in school, to determine causes of absences from school, to become acquainted with the parents or to learn of home conditions. Invitations to visit the school and teachers whenever necessary should be part of the contacts made between the school and parents of migrant children. Letters and informal notes are also helpful in increasing the interest of the parents in sending their children to school regularly. Informal notes can be used to inform parents of school

activities and programs, to announce services offered by the health department, to obtain additional information for school records and to recognize and praise the child for a school activity he has done well. Brief notes or comments on the margins of written papers which the children take home to the parents are other means of communication.

In-Service Education

In-service education activities included in local migrant projects may be supported by the State Department of Public Instruction through the payment of stipends and consultant fees. For complete information contact Dr. James Valsame, Director, Division of Staff Development, Department of Public Instruction, Raleigh, N. C. 27602.

Salaries

Salaries for professional personnel in the migrant program must be in accord with the salary schedule adopted by the LEA. During the regular school term, salaries should be computed on the basis of the state salary schedule as determined by the individual's certification, plus any applicable local supplement paid to all other professional employees for similar responsibilities. During the summer migrant projects, the salaries may be computed the same as during the regular school year or according to a salary schedule applicable to all summer employees. Salaries of the nonprofessional staff may be computed on an hourly basis or according to a fixed schedule adopted by the LEA.

Refer to Chapter 8, Handbook II, "Financial Accounting for Local and State School Systems, " for information on prorating salaries.

Fringe Benefits

Fringe benefits for professional personnel should follow the policies of the individual LEA. Matching contributions for Social Security should be included in the budget for everyone employed during the regular school term. Since part-time employees are not eligible to participate in the Teachers' and State Employees' Retirement System, no retirement deductions should be made from teachers' salaries during the summer programs. Supervisors, directors of instruction and other personnel employed on a twelve month basis are subject to the retirement act during the summer just as they are during the regular school year.

TRAVEL AND EQUIPMENT

Pupil Transportation

Each child enrolled in a migrant program should be provided with transportation to and from school. Cost of pupil transportation services will be figured on the basis of the salaries for bus drivers plus the per mile operating cost of the school buses operated by the local educational agency. The per mile operating cost of the school buses is determined by the Division of Transportation, State Board of Education.

Travel

Reimbursement for travel in the performance of duties shall be in accordance with the policies adopted by the local board of education not in conflict with rules and regulations of the State Board of Education.

Equipment

It is expected that all equipment in the school will be used as required in the migrant project. Therefore, most of the equipment necessary for the migrant program should be available through the LEA. In some instances it may be necessary to purchase an item of equipment in order to meet the special educational needs of the children enrolled in the program. Each item of equipment to be purchased under a migrant education project must be listed on the project application and approved by the State Migrant Education Staff prior to its purchase. In addition to the proposed purchases, the project application must include an inventory of all equipment purchased under previous migrant projects. Title to all equipment purchased under a migrant project is vested in the state educational agency. (See Appendix for sample copy.)

APPLICATION FOR MIGRANT PROJECT

The local educational agency seeking funds for a migrant project submits four copies of the project application to the Migrant Education Section, State Department of Public Instruction. The complete application consists of a detailed description of the proposed program, its dates of operation, objectives, anticipated number of migrant children to be served, schools in which the program will operate, personnel to be employed, a list of equipment to be purchased, inventory of equipment purchased under previous migrant projects and a proposed budget to carry out the program described. Application forms are available from the Migrant Education Section, State Department of Public Instruction, Raleigh, North Carolina 27602. (See sample copy in Appendix.)

Briefly, the procedure for preparation and approval of a project application is as follows:

1. LEA and SEA personnel jointly design a program to meet the special needs of the migrant children.
2. LEA personnel develop plans for program activities and a budget for implementing the program.
3. The project application is submitted to the State Migrant Education Office.
4. The Migrant Education Reviewing Committee reviews the project application.
5. The ESEA fiscal affairs section reviews the project budget.
6. The LEA modifies the project proposal according to any recommendations made by the reviewing committee.
7. The State Director of Migrant Programs issues project approval.

Project Revisions

Any substantial change in program activities and any changes involving the project budget must have prior approval from the State Migrant Education Office.

A local educational agency may request a revision of its migrant project by submitting an amendment to the State Migrant Education Office. Revisions of the project budget must be submitted on Form 18AA-292 and each change in the budget must be justified in the accompanying letter of explanation. Each amendment must be submitted in four copies. All copies of Form 18AA-292 must be signed by the superintendent.

Carryover Provision for Migrant Funds

Public Law 91-230 added Section 405 (b) to the General Education Provisions act, authorizing state educational agencies to carry over migrants funds appropriated for a fiscal year for use for activities to be conducted during the succeeding fiscal year. Funds that are not obligated prior to the end of the program shall be returned to the Director of the State Migrant Education Office *not later than 90 days after the conclusion of the programs.*

DISSEMINATION OF INFORMATION

The local educational agency should provide the local news media with information on the migrant project, including human interest stories, photographs and other items related to project activities. An informed public will tend to be an interested public and will hopefully support the program in action.

Information about modern developments, program activities of an innovative nature, educational research findings and other significant program information should also be shared with the teachers and administrators in the local educational agency with the State Migrant Education Office. Some ways that this information may be disseminated are through professional staff meetings, workshops and seminars; professional libraries; newletters; press releases (radio and television); and staff development conferences.

Upon request, copies of any official document or other migrant related information will be made available to any interested person or agency at a reasonable cost. The only exception to this regulation is that individual pupil performance records may be kept in confidence.

Since it is difficult for this handbook to be totally inclusive, several blank pages have been included at the end to put any individual notes or additional information which may come out throughout the year. In addition, and more important, the local project directors are strongly recommended to acquaint themselves with, and make use of, the following publications put out by the Migrant Education Section:

1. "Serving Migrant Families" - This booklet provides some specific information (names, addresses, etc.) which is necessary in establishing a program.
2. "1970 Evaluation Report of the North Carolina Migrant Education Program."
3. "Media Resources" - This is a comprehensive booklet describing the various and specific resources available for 1971 at the Migrant Education Center at Grifton, North Carolina
4. "The Harvest" - This attractive publication provides some interesting narrative and pictorial information on the migrant programs in North Carolina
5. "Children at the Crossroads" - This is an extremely well-done publication

put out by the U. S. Department of Health, Education and Welfare, discussing various migrant programs throughout the United States. This publication is very good reading and would serve as excellent background material for personal orientation in beginning or continuing a program. It would also serve to acquaint teachers, aides, and others directly involved with migrants, with their life style and grossly increase their understanding.

In addition are several brochures which are either available now or will be presently:

1. A brochure describing North Carolina's Uniform Migrant Student Record Transfer System.
2. A brochure describing North Carolina's summer migrant education program, listing locations, dates, and specific people to contact.
3. A brochure explaining the Mobile Automotive tune-up units.
4. A brochure describing the Migrant Education Center at Grifton, N. C.
5. A brochure with some general brief questions and answers about migrant children.

Lastly, the State Migrant Education Section houses a library which has publications on all phases of migrant education programs from all over the U. S., which could prove quite valuable for contributing ideas. Project directors are encouraged to take advantage of it for themselves and their staff.

For any inquiries or additional information please contact the State Migrant Education Office, Dillon Building, 224 South Dawson Street, Raleigh, North Carolina. Telephone Area Code 919/829-3972.

APPENDIX

NORTH CAROLINA CROPS HARVESTED BY MIGRANT LABOR

LOCAL EDUCATIONAL AGENCY	Apples	Beans	Blueberries	Cabbage	Collards	Cucumbers	Gladiolus	Peanuts	Peppers	Squash	Strawberries	Sweet Corn	Sweet Potatoes	Tobacco	Tomatoes	Turnips	White Potatoes
CAMDEN		X		X		X						X			X		X
CARTERET		X	X	X							X		X				X
COLUMBUS											X			X			
CURRITUCK		X		X							X	X					X
DUPLIN						X				X				X			
GREENE														X			
HALIFAX								X						X			
HARNETT						X			X					X			
HAYWOOD	X	X								X	X			X			
HENDERSON	X	X		X	X		X			X							X
HYDE				X		X						X		X			X
JOHNSTON						X						X		X			
LENOIR						X											
NASH														X			
NORTHAMPTON								X						X			
PAMLICO						X						X		X			
PASQUOTANK				X		X						X			X		X
PITT														X			
ROBESON														X	X		
SAMPSON			X			X			X	X				X			
TRANSYLVANIA		X		X						X					X		
WAKE						X											
WASHINGTON						X								X	X		

North Carolina Department of Public Instruction
Raleigh, North Carolina 27602

MIGRANT EDUCATION PROJECT APPLICATION

Educational Programs for Migratory Children

FOR STATE USE ONLY	Date Received	Date Approved	Application No. FY-_____
	_____ Signature (Authorized SEA Official)		Total Amount Approved: $_____

1. Project to be administered ☐ directly ☐ indirectly through _____ School Administrative Unit

2. Congressional District No. _____

3. Title of Project_____

4. Total amount requested $_____

5. A. Project Schedule: Beginning Date_____ Ending Date_____

   B. Daily Schedule: Beginning Time_____ Ending Time_____

   C. Type of Project: ☐ Regular Term ☐ Summer
   ☐ Initial Project ☐ Amendment

6. School(s) in which project activities will be conducted:

_____ _____

_____ _____

I certify that, to the best of my knowledge, the information contained in this application is correct.

_____ Superintendent	_____ Telephone	_____ Date
_____ Migrant Project Director	_____ Telephone	_____ Date

INSTRUCTIONS

Submit four(4) copies of this application to the Director of Migrant Programs, State Department of Public Instruction, Raleigh, North Carolina 27602.

Any increase in the number of personnel or any substantial change in program requires prior approval.

Any increase in number or change in type of equipment items requires prior approval.

Any increase in a budget subtotal category of 10 percent or more requires prior approval through a budget revision.

The total amount of the budget cannot be increased without prior approval.

7. ESTIMATED NUMBER OF MIGRATORY CHILDREN TO BE SERVED BY SCHOOL LEVEL

	Prekindergarten	Kindergarten	Elementary	Secondary	Unclassified	Total
INTRASTATE						
INTERSTATE						
FIVE-YEAR PROVISION						

8. Project Staff (List EACH staff member who will receive salary payment from Title I Migrant funds. Use additional sheets if necessary.)

Position	Amount of Salary	Percent of Time	Major Duties

9. A. Planning Team (List names and titles of all staff members, supervisors, and consultants involved in developing the project. Use additional sheets if necessary.)

B. Advisory Committee (List all personnel who served in an advisory capacity in developing this project by name, title, and agency represented. Use additional sheets if necessary.)

10. Project Budget (Round all amounts to the nearest dollar.)

	Acct. No.	Expenditure Accounts (1)			EXPENSE CLASSIFICATION		
					Salaries (2)	Contracted Services and Other Expenses (3)	Total Amt. (4)
1	100	ADMINISTRATION			$	$	$
2	200 INSTRUCTION	A	Salaries for Instruction				
		B	Inservice Education				
		C	Text Books				
		D	Audiovisual Materials				
		E	School Library Books and all Other Library Expenses				
		F	Teaching Supplies and all Other Expenses for Instruction				
3	300	ATTENDANCE SERVICES (Social Work, Guidance & Psychological)					
4	400	HEALTH SERVICES (Medical, Dental, & Speech Therapy)					
5	500	PUPIL TRANSPORTATION SERVICES					
6	600	OPERATION OF PLANT					
7	700	MAINTENANCE OF PLANT					
8	800	FIXED CHARGES					
9	900	FOOD SERVICES					
10	1000	STUDENT BODY ACTIVITIES					
11	1100	COMMUNITY SERVICES, INCLUDING CLOTHING					
12		SUB-TOTAL (Sum of Items 1 through 11)			$	$	$
13	1200 CAPITAL OUTLAY	A	CONSTRUCTION (Sites, Buildings and Remodeling - 1210 & 1220 A,B,& C)				$
		B	INSTRUCTIONAL EQUIPMENT 1230C	1	EDUCATIONAL TELEVISION		
				2	AUDIOVISUAL		
				3	ALL OTHER INSTRUCTIONAL EQUIPMENT		
		C	ALL NON-INSTRUCTIONAL EQUIPMENT - 1230 EXCEPT C				
14		SUB-TOTAL (Sum of Items 13A,B,& C)					$
15		GRAND TOTAL (Sum of Items 12 and 14)					$

11. List Project Objectives (In Order of Priority).

12. DESCRIPTION OF PROJECT ACTIVITY AND SERVICE (Complete a separate description for each activity or service listed. Use additional pages, same size. Identify each page and attach to each copy of this application).

A. Describe the instructional areas to be encompassed by this project (in order of priority).

B. Describe the supportive services the project will provide to enhance the instructional areas.

C. Indicate inservice training for project staff members, including joint training activities for education aides and professional staff members.

D. Indicate provisions for your participation in the National Student Record Transfer System.

E. Indicate school or other facilities to be used in the operation of project activities.

F. Indicate plans for parental and community involvement in the migrant program.

G. Indicate number and type of aides utilized in program.

H. Indicate plans for evaluation of the program in terms of stated objectives.

INSTRUCTIONS FOR COMPLETING THE MIGRANT EDUCATION PROJECT APPLICATION

1. Project Application

Item 1 - Project Administration. Check whether project is to administered through LEA. Enter the name of LEA.

Item 2 - Congressional District. Enter the number of the congressional district in which the LEA is located.

Item 3 - Title of Project. Select a brief descriptive title for the identification of the project.

Item 4 - Total Amount Requested. Enter the total amount of funds requested for administration and operation of all activities and services proposed under the project.

Item 5 - Project Schedule
A. Enter the beginning and ending dates of the project.
B. Enter the times daily activities begin and end.
C. Check the type of project and indicate whether initial project or amendment.

Item 6 - Schools in which Activities will be Conducted. List the names of the schools in which project activities will be conducted.

Item 7 - Estimated Number of Migratory Children to be Served by School level. Estimate the number of migratory children who will be served in this project by school level. For children not assigned to any grade, enter the number in the column marked "unclassified." Report the total number of graded and unclassified children by interstate, intrastate or five-year provision in the "total" column.

Item 8 - Project Staff. List staff positions by title, annual salary, percent of time to be devoted to the project and major duties to be performed by the staff member in each position listed.

Item 9 - Project Development
A. Planning Committee - List the names and titles of all staff members and consultants involved in developing the project.
B. Advisory Committee - List all personnel who served in an advisory capacity during the development of this project, according to name, title and agency represented.

Item 10 - Project Budget. Each classification number shown here represents a broad series of expenditures as defined in Handbook II, "Financial Accounting for Local and State School Systems." Round all amounts to the nearest dollar.
Lines 1-11-Operations. The salary amounts (column (2)) include all salaries to be paid directly to the applicant from Title I

migrant funds. The contracted services and other expenses amounts (column (3)) include all payments to be made to other agencies, and all other expenses incurred in the project. Column (4) is self-explanatory. Estimated expenditures for equipment, except as stated below, should be included in the operation budget.

Line 13A - Construction. This budget should include all expenditures proposed for (a) remodeling costing $2,000 or more, (b) additions to space available for school purposes, (c) initial minimum equipment to be used in such space, and (d) related professional services and site developments. Portable or relocatable units should be included in 1220B, new buildings and building additions.

Line 13B - Self-explanatory

Line 13C - Proposed expenditures for fully mobile units should be entered under all non-institutional equipment (1230) on the construction budget.

Item 11 - Project Objectives. List project objectives in order of priority.

Item 12 - Description of Project Activities and Services

A through C and F. Description of Activity or Service - Describe the nature and scope, including beginning and ending dates, of each activity or set of related activities and services. Include in each description the criteria to be used for the selection and recruitment of migrant children and information on community and parental involvement.

D. Provisions for the Receipt and Transmittal of School Records. Describe the arrangements for the receipt and transmittal of school records through participation in the National Student Record Transfer System.

E. School Facilities. Identify and describe the physical facilities that will be provided for use in this project.

G. Aides. Indicate the number and type of aides paid from Title I migrant funds for this project. For example, instructional, medical, clerical, etc.

H. Plans for Evaluation. Describe specific plans for evaluation of this project activity or service in terms of the project objectives. Include the names and intended purposes of any test or other measurements to be used, the nature and degree of changes expected in the participating children, the ways in which the information derived from evaluation will be disseminated, and the proposed utilization of evaluative information?

2. Migrant Program Equipment List

List all equipment, including mobile units, to be putchased or leased for carrying out project activities and services. Include the quantity, unit cost and total cost for each item. See instructions on the reverse side of the form.

3. Migrant Program Equipment Inventory

List all equipment, including mobile units, which have been purchased under migrant projects in previous years. Include the quantity and total cost of each item. See the instructions on the reverse side of the form.

SUGGESTED FORM FOR REPORTING

MIGRANT PROGRAM EQUIPMENT LIST

FISCAL YEAR ____

LOCAL EDUCATION AGENCY_____UNIT CODE NO._____DATE_____, 19__

QUANTITY	CODE	DESCRIPTION	UNIT PRICE	TOTAL COST	FOR STATE USE ONLY

INSTRUCTIONS FOR PREPARING THE EQUIPMENT LIST

1. All items of equipment proposed to be purchased under your migrant project and coded as 730-A, 730-B, 1230-2-A, B, C, D, E, F, G, H, and I are to be listed.

2. All items of equipment proposed to be purchased under the same code number must be listed together. Items of equipment coded 730-A and 730-B are to be listed separately and not combined with your code 1230 items of equipment.

3. All items of equipment proposed to be purchased are to be in code number sequence with code 1230-2-A being the first item of equipment to be listed, code 1230-2-B being the second items of equipment to be listed, code 1230-2-C being the third items of equipment to be listed, etc.

4. The equipment item description must be brief, but descriptive enough to be easily identified, (For Example: Typewriters--wrong; Manual typewriters--correct).

5. The unit price should be entered at the exact amount or estimated price including sales tax. When installation is necessary on an item of equipment, it should be entered as a part of the unit price, and noted after equipment item description. (For Example: Air Conditioner - plus installation).

6. A sub-total must be entered on each page and a grand total on the last page.

7. The Equipment List must be submitted in four copies and double spaced.

SUGGESTED FORM FOR REPORTING

MIGRANT PROGRAM EQUIPMENT LIST
INVENTORY
FISCAL YEARS 1967, 1968, 1969, and 1970

LOCAL EDUCATION AGENCY_____UNIT CODE NO._____DATE_____, 19__

QUANTITY	CODE	DESCRIPTION	TOTAL COST	FOR STATE USE ONLY

INSTRUCTIONS FOR PREPARING THE EQUIPMENT LIST INVENTORY
FOR FISCAL YEARS 1967, 1968, 1969, and 1970

1. All items of equipment purchased and/or obligated under your fiscal years 1967, 1968, 1969, and 1970 project(s) and coded as 730-A, 730-B, 1230-2-A, B, C, D, E, F, G, H, and I must be listed.

2. Combine the quantity of an equipment item when the same type equipment item was purchased and/or obligated in any fiscal year. For example--

   2 Electric Typewriters purchased and/or obligated in fiscal year 1967

   1 Electric Typewriter purchased and/or obligated in fiscal year 1968

   1 Electric Typewriter purchased and/or obligated in fiscal year 1969

   The above information is to be entered as

   4 Electric Typewriters.

3. All equipment items purchased and/or obligated under the same code number should be listed together, with Code 730-A being the first equipment items to be listed, Code 730-B being the second equipment items to be listed, Code 1230-2-A being the third equipment items to be listed, Code 1230-2-B being the fourth equipment items to be listed, etc.

4. The equipment item descriptions should be brief, but descriptive enough to be easily identified. (For example -- Typewriters - wrong; Manual Typewriters - correct).

5. A sub-total should be entered on each page and a grand total on the last page.

REPORT OF MISSING EQUIPMENT

TO: State Director, Migrant Education Program

FROM: _____ Date _____
(Name and Title of Local Director)

SUBJECT: Missing or Stolen Equipment

The following item of equipment, purchased under the Migrant Education Program, is missing:

Item	Model	Serial No.

This item was discovered missing by _____
(Name)

on _____. The law enforcement authority was notified
(Date)

on _____, and officer(s) _____,
(Date)

_____ investigated

Give details of any break-in or other pertinent information relating to how the item was discovered to be missing.

_____
(Local Program Director)

Original: State Director
Copy: File

SUGGESTED FORM FOR REPORTING

ITEMIZED BREAKDOWN OF BUDGET

Local Educational Agency _____ Unit Code No. _____ Date _____

Codes		Expenditure Account Title	1	2
State	Federal			
		Salaries		

INSTRUCTIONS FOR ITEMIZED BREAKDOWN OF BUDGET

General Instructions

1. This form is to be prepared and submitted in support of item 10, Project Budget, page 3 of the application form. Four copies of all forms and materials must be submitted.

2. Fill in the heading with the information indicated.

3. One page is to be prepared for each budgeted line item series. For example: If you have proposed on page 3 of the application form to expend funds under 100 - Administration; 200 - Instruction; 400 - Health Services; 800 - Fixed Charges; and 900 - Food Services; then you would have a page for 100 - Administration; a page for 200 - Instruction; a page for 400 - Health Services, etc.

4. Fill in the expenditure account titles on lines provided on the form; for example: 100 Administration - Salaries, 100 Administration - Contracted Services and Other Expenses.

5. Do not enter State Expenditure Account Codes. We will enter and advise you.

Salaries

1. The Federal expenditure account codes should be entered in the column provided for each expenditure account title.

2. The expenditure subsidiary account titles should be brief, but descriptive enough to be easily identified. For example: Reading Supervisor, Kindergarten Teacher, Library Aides, etc.

3. When entering the salary expenditure subsidiary account title, the following information must be listed for each position: number of positions filled or expected to be filled, expenditure subsidiary account title, salary per month, and term of employment. For example:

   2 Bookkeepers @$300 per month for 9 months

4. Extend amounts of each salary expenditure account title to column 1. The total of column 1 is entered in column 2 on the line headed "Total Salaries."

Contracted Services and Other Expenses

1. The federal expenditure account codes must be entered in the column provided for each expenditure account title.

2. Expenditure account titles must be brief but descriptive enough to be easily identified. For example: Public carriers - field trips; bus rental - summer school; travel - for director; custodial supplies - mobile units; etc.

3. Extend amount of each expenditure account title to column 1. The total of column 1 is entered in column 2 on the line headed "Total Contracted Services and Other Expenses."

APPLICATION AND AUTHORIZATION FOR ENROLLMENT
IN THE MIGRANT EDUCATION PROGRAM

A. APPLICATION

Name of Child _____ Birthdate _____
(Last) (First) (Middle) (Mo.) (Day) (Year)

Birthplace _____ Verified by ___Birth cert. ___Docu.
(City) (County) (State) ___Other ___None

Father's Name _____ Address _____

Mother's Name _____ Address _____

Occupation: ____Harvesting, picking by hand ___Equipment Operator
____Harvesting, picking by machine ___Land Cultivation
____Other

Homebase Address _____ Zip Code _____

Name of Crew Leader or Landowner _____

Where will family return at end of work season? _____

How long has the family resided in this school district? _____

School previously attended _____
(Name) (Address)

B AUTHORIZATION

School _____ I. D. Code _____

Address _____ Zip Code _____

School Term _____ Days Date of Enrollment _____
(Mo.) (Day) (Year)

In agreement with the definitions on the reverse side of this form, I consent to the enrollment of the student named in Section A above in the migrant education program. The student is eligible under the category indicated below (check one).

_____Interstate Migrant ____Intrastate Migrant ____5-Year Eligibility Provision

I give permission for my child to receive emergency medical care by a physician if such treatment becomes necessary.

I shall strive to cooperate with all regulations governing the program.

Signed _____
(Parent or Responsible Person)

_____
(School Official Completing Application)

Following is the only definition which can be used in placing children in migrant education programs:

> "A migratory child of a migratory agricultural worker is a child who has moved with his family from one school district to another during the past year in order that the parent or other members of his immediate family might secure employment in agriculture or in related food processing activities."

A. Interstate Migrant - A child who has moved with a parent or guardian from one state to another within the past year in order that the parent or guardian might secure employment in agriculture is classified as an interstate migrant.

B. Intrastate Migrant - A child who has moved with a parent or guardian from one school district to another within the state during the past year so that the parent or guardian might secure employment in agriculture is classified as an intrastate migrant.

C. Five-Year Eligibility Provision - Should a family meeting either of the above conditions decide not to continue to follow the crops but "settle" in a given community, a child in such a family may be considered eligible to participate in projects funded under Public Law 89-750 for a period of five years with written consent of the parents.

The intent of Public Law 89-750 is to provide supplementary educational and supportive services to those migratory children who accompany their parents or guardian who follow the crops, thus depriving the children of the opportunity of a full school term. Therefore, State priorities under Public Law 89-750 are not to be specifically designed and funded for children in category "C" above.

MIGRANT EDUCATION ATTENDANCE REPORT

Nine Month School Term

ADMINISTRATIVE UNIT _____

SIGNATURE OF DIRECTOR _____

SCHOOL MONTH	TOTAL ENROLLMENT	WITHDRAWALS	PUPILS IN MEMBERSHIP
1			
2			
3			
4			
5			
6			
7			
8			
9			
Totals			
Boys			
Girls			

ENROLLMENT BY AGE

List the total number enrolled by age in the chart below.

AGE	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20+	TOTAL
NUMBER																		

Instructions: This report is to be submitted to the State Migrant Education office at the end of each school month.

MIGRANT EDUCATION ATTENDANCE REPORT

Summer 1971

Administrative Unit _____

Signature of Director _____

Month _____

CALENDAR DAY	TOTAL ENROLLMENT	WITHDRAWALS	PUPILS IN MEMBERSHIP	NUMBER OF PUPILS PRESENT	NUMBER OF PUPILS ABSENT
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					

(Continued on Reverse Side)

MIGRANT EDUCATION ATTENDANCE REPORT

(Continued)

CALENDAR DAY	TOTAL ENROLLMENT	WITHDRAWALS	PUPILS IN MEMBERSHIP	NUMBER OF PUPILS PRESENT	NUMBER OF PUPILS ABSENT
21					
22					
23					
24					
25					
26					
27					
28					
29					
30					
31					
TOTALS					
Boys					
Girls					

ENROLLMENT BY AGE

List the total number enrolled by age in the chart below.

Age	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20 & over	TOTAL
NUMBER																		

INSTRUCTIONS: This report is to be submitted to the State Migrant Education Office: at the end of the fifth day of the program, at the end of each calendar month during the operation of the summer program and on the last day of the program.

FORM 18AA-292
(Rev. 6-70)

ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965 - TITLE I

REQUESTED AMENDMENT TO MIGRANT PROJECT BUDGET

FISCAL YEAR _____ PROJECT NUMBER

ADMINISTRATIVE UNIT _____ (LOCAL) (STATE)

EXPENDITURE ACCOUNTS (SEE OE HANDBOOK II)		ACCOUNT NUMBER	EXPENSE CLASSIFICATION		
			SALARIES	CONTRACTED SERVICES AND OTHER EXPENSES	TOTAL AMOUNT
(1)		(2)	(3)	(4)	(5)
1 Administration		100			$
2 INSTRUCTION	A. Salaries for Instruction	200			
	B. Inservice Education	200			
	C. Textbooks	200			
	D. Audiovisual Materials	200			
	E. School Library Books & all other library expenses	200			
	F. Teaching Supplies & all other expenses for instruction	200			
3 Attendance Services		300			
4 Health Services		400			
5 Pupil Transportation		500			
6 Operation of Plant		600			
7 Maintenance of Plant		700			
8 Fixed Charges		800			
9 Food Services		900			
10 Student Body Activities		1000			
11 Community Services		1100			
12 SUB-TOTAL *(Sum of Lines 1 thru 11)*					$
13 1200 CAPITAL OUTLAY	A. Construction *(Sites, Buildings and Remodeling)* - 1210 and 1200 A,B,C				
	B. 1. Educational Television *1230-2-C1*				
	2. Audiovisual *1230-2-C2*				
	3. All other Instructional Equipment *1230-2-C3*				
	C. All non-instructional equipment - 1230 except C				
14	SUB-TOTAL *(Sum of Lines 13A, B, and C)*				$
15	GRAND TOTAL *(Sum of Lines 12 and 14)*				$

DATE _____ _____
(SUPERINTENDENT)

DATE _____ _____
(STATE DIRECTOR, MIGRANT PROGRAMS)